## Essentials Best Practices in Inclusive Schools

Cheryl M. Jorgensen, Ph.D  
Michael McSheehan  
Rae M. Sonnenmeier, Ph.D  
2009. Originally Published: December 2002  
Institute on Disability/UCED University of New Hampshire  
Website: [www.iod.unh.edu](http://www.iod.unh.edu)  
[http://www.cherylmjorgensen.com](http://www.cherylmjorgensen.com)  
info@cherylmjorgensen.com

## Reflections of Erin – The Importance of Belonging, Relationship, and Learning with Each Other

Barbara McKenzie  
Art of Possibility Press, 2008  
Barb McKenzie [barbara.j.mckenzie@gmail.com](mailto:barbara.j.mckenzie@gmail.com)

## General Education Class Membership and Full Participation

- Students with significant disabilities are members of age-appropriate general education classes in natural proportions in their neighborhood schools.  
- There are no programs or rooms just for students with significant disabilities.  
- All students progress through the grades according to the same pattern.  
- All students have access to the full range of learning experiences and environments and learning materials with accommodations and adaptations provided as necessary.  
- Learning outside the school environment only when the norm for all students

## Vision: Opportunity to Have an Ordinary Life

- All Means All! (Marsha Forest)  
- Neighborhood School  
- Natural Proportions  

## Typical General Education Schedule

- Neighborhood Elementary, Middle, and High Schools  
- Inclusion Facilitator Supports General Educator to Provide Instruction  

## High School Academic Courses

- Learning Within the School Community

## High Expectations and Least Dangerous Assumption

- Discovering, Capturing, and Focusing on Strengths/Interests

## Full Participation

- Full Participation

## Quality Augmentative and Alternative Communication

- Listening to Children; Following Their Lead

## Consultation and Push-in Services

- Consultation, Push-in, and Study Hall Tutor Sessions

## Curriculum, Instruction, and Supports

- Building on Strengths/Interests

## Family/School Partnerships

- Sharing Reflections; Building Relationships
## Quality Indicators of Inclusive Education

<table>
<thead>
<tr>
<th>Team Collaboration</th>
<th>Team Members, Inclusion Facilitator, General Educator Ownership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Relationships and Natural Supports</td>
<td>Gathering Friends through Natural Opportunities in the Community, School, and Extracurricular Activities</td>
</tr>
<tr>
<td>High School Graduation with Class</td>
<td>High School Graduation with Lifelong Friends and Diploma</td>
</tr>
<tr>
<td>Futures Planning</td>
<td>College and Career Based on Interests and Strengths</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Sharing Stories</td>
</tr>
<tr>
<td>General and Special Education Reform</td>
<td>All Children Learning Together for Benefit of ALL</td>
</tr>
</tbody>
</table>